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ABSTRACT

This manual outlines the procedures necessary for successful implementation of the Project READ-WRITE program. Two components are emphasized: the area of administration, supervision, and coordination; and the area of inservice training. Project READ-WRITE is described as a basic skills program in reading and related language arts designed to use in conjunction with or as a supplement to existing reading programs. The program utilizes a language experience approach, covering reading needs from phonics, structural analysis, and vocabulary development to inferential, critical, creative, and literal comprehension. The manual contains sections on program implementation, personnel and role expectation, student evaluation, inservice training, consultant services, and a reading skills checklist of behavioral objectives. Examples of forms for lesson plans, implementation reports, inservice evaluation, and implementation surveys are appended. (Author/MK)

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PROJECT READ-WRITE
A MANUAL FOR ADMINISTRATORS

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NEWARK BOARD OF EDUCATION NEWARK, N.J. 07102

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INTRODUCTION

This Administrator's Manual has been prepared in conjunction with a Teacher's Resource and Instructional Manual and is a most important component in the replication of Project READ-WRITE. In logical sequence, it contains the procedures necessary for administrators, supervisors, coordinators, and turn-key trainers to successfully implement the program. Especially emphasized are two components of implementation: the area of administration, supervision, and coordination; and the area of in-service training.

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PROJECT DESCRIPTION

Project READ-WRITE is a validated, successful basic skills program in reading and related language arts, designed to reverse the trend of diminishing reading proficiency in the intermediate and upper grades. Although developed in an urban area, it can be applied in suburban and rural districts as well.

It can be used in connection with, or as a supplement to, any already existing reading program, at minimal cost to schools. It can be employed within developmental, corrective, remedial, or diagnostic reading programs. It can be used not only within regular reading instruction periods, but also throughout the content areas. The program utilizes a language-experience approach, promoting affective as well as cognitive learning, and integrates speaking, listening, and writing with reading activities. The numerous prescriptive strategies of the program cover the entire range of major reading needs: from phonics, structural analysis, and vocabulary development, to inferential, critical, creative and literal comprehension. Each strategy promotes several ancillary skills as well as one major skill. The strategies are intensified through a variety of language-manipulation techniques, themselves designed to enhance specific reading skills. This program can be utilized to meet local objectives in reading in any school district, as mandated for "Thorough and Efficient" education, in grades 2-12.

Upon request of local school systems, the Project READ-WRITE staff will present workshops designed to familiarize educators with the goals and implementation of the program.

ACTIVITIES AND STRATEGIES OF THE PROGRAM

As explained in the Teacher's Resource and Instructional Manual, there are specific techniques and strategies contained in the program with which the educator should become familiar. The basic techniques, which are presented first, form the foundation of the prescriptive strategies. All the techniques and their applications are presented on pages 37-53 in the Teacher's Resource and Instructional Manual.

Examples of some of the basic techniques are reproduced on pages 3-5.



ALL GRADES

SENTENCE SYNTHESIS

Sentence Sense, Main Idea, Build Sight Vocabulary

The student develops meaningful sentences and/or paragraphs through a creative and logical arrangement of words which you supply. These words can be taken from reading, language arts or content area lessons, and should include high-interest words as well as needed vocabulary.

E.g. students teachers learn school

Many teachers believe that students
who come to school well rested learn
more than students who are tired,

assignment school teacher novel
completed interpretation essay provided

Bill completed the homework assignment
his teacher had given and brought it to
school the next day. The teacher told
Bill that his essay provided a novel
interpretation of the topic.

ALL GRADES

THE FRAMED PARAGRAPH - ALL PENDING OBJECTIVES

The student fills in the slots, sentence by sentence, within a skeletal paragraph which is constructed to help him/her develop specific reading skills or concepts. The words, phrases, or clauses that go into slots are chosen by the student--as if he/she were answering questions--and they may come from what is stated or implied in a reading selection, or from the student's personal opinions or experiences.

E.g. Mr. Johnson, a _____ from _____
in _____, went to the _____ of the
_____ in _____, in
order to _____ the _____ city.
He felt _____ at _____
_____. He decided that _____
_____ because _____.

Mr. Johnson, a farmer from a small town
in Nebraska, went to the top of the Empire
State Building in New York, in order to get a
view of the tremendous city. He felt amazed
at how far he could see into the distance.
He decided that he would bring his children
there next year because they would enjoy the
sight as much as he did.

ALL GRADES

EXPANSION

Main Idea, Inference, Descriptive Details, Supporting Details, Character Analysis, Place and Time Setting, Cause-Effect, Event Sequence, Sentence Sense, Figurative Language.

The student adds descriptive and supporting details to his/her reading-related composition by answering--in words, phrases, or clauses--as many of the following questions as he can: Who?, What?, Where?, When?, Why?, What kind of?, Which one?, How much (many)?. He/She may get these details from what is stated in a reading, infer them, or express a personal judgement. He/She also decides where the information is to go within his sentences. For additional detail, the student may be encouraged to add whole sentences or even paragraphs to his composition.

E.g. (original sentence)

The boy ran to the park.

(expanded sentence)

Yesterday, April 20, the tall, young

when when what kind of

handsome boy named Joe quickly ran to the

who how

huge, tree-lined park around the corner

what kind of where

from his house in order to meet his three

why

friends, John, Paul, and Ed.

who who who who

Once the basic techniques are understood, the teacher should move, as quickly as possible, to the prescriptive strategies, called prescriptions, which have been designed to teach specific reading skills. Using writing as a springboard, so that students become involved in many facets of the language arts activities, the prescriptions emphasize literal, inferential, critical, and creative thinking to promote reading comprehension.

Several skills are presented in one prescription; all involve speaking and listening, as well as writing. Often, they focus directly on reading selections from commercial reading instructional materials, literature, or the content areas. Almost any kind of reading material, including magazines and newspapers, can be utilized. The prescriptions encourage the students to use their own experiences, feelings, ideas, perceptions and interests since the learner, himself, is the major resource of Project READ-WRITE. Effort has been expended in order to make these prescriptive strategies practical. They have been tested, revised, and expanded by classroom teachers in typical classroom situations; all have been carefully reviewed by the Project READ-WRITE staff.

In general, teachers should select prescriptions which will meet the prioritized needs of their students and address the skills required to be learned. With developmental materials such as basal readers, prescriptions can be chosen to correlate with the skills identified in the teacher's

manual for each particular lesson. With diagnostic, corrective, and remedial teaching, prescriptions should be chosen on the basis of individual student needs. Project READ-WRITE prescriptions facilitate the teaching of many skills which are included in most commercial reading materials and tests. An index of all the skills embodied in the prescriptions is contained in the Teacher's Resource and Instructional Manual, and has been reproduced on pages 8-10.



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BEGINNING IMPLEMENTATION

Orientation workshops will be presented by Project READ-WRITE staff upon the request of local school systems. It is strongly suggested that all educators involved in the implementation of the program participate in such training sessions. The introductory section of the Teacher's Resource and Instructional Manual gives specific instructions on how the program may be applied to various types of reading instruction. This material should be reviewed by you and your staff in order to select the methods that will best facilitate implementing the project in your reading program.

Project READ-WRITE may be initiated at any grade level, preferably in the intermediate and upper grades; or it may be introduced at several levels simultaneously. However, a definite period of time should be designated for over-all school or system implementation. The first year might very well be spent acquainting the teachers with the application of the program until they are completely at ease with it. Full implementation should then take place during the second year.

Various staff members may contribute to the completed design of the implementation plan for your district. As an example, a language arts and reading committee representing the entire system could design and monitor the plan in close cooperation with the Superintendent and other administrators. Classroom teachers and turnkey trainers should be members of the committee, and all can be involved in producing the final design.

PERSONNEL AND ROLE EXPECTATIONS FOR PROJECT READ-WRITE

Classroom teachers will need to acquire competency in applying the project's psycholinguistically based techniques as part of the prescriptions which promote the teaching of reading skills. They will have to interpret the Resource and Instructional Manual; apply guidelines for classroom organization and management, as well as for integration of the prescriptions within their reading and language arts program (including application to content areas); and experiment with different ways of individualizing their program. It will also be necessary for them to maintain a reading skills checklist. In addition to interpreting results from standardized reading tests, they will need to perform informal reading inventories, keep records of standardized testing, and assemble samples of their work for diagnosis and evaluation.

Administrators will need to develop an understanding of the program, learn how to introduce it in systematic phases, and supervise the operation of the program. Specific skills would include being able to interpret guidelines for the implementation of the manual; providing for articulation, through the grades, by beginning an appropriate record-keeping system; cooperating with the turnkey trainers in facilitating follow-up training by arranging for coverage of teachers, facilities for conferences, and use of television, tapes, slides, etc.

It is imperative that, whatever central administrative-supervisory structure is used for the over-all system-wide implementation plan, one person should have the specific responsibility for overseeing and coordinating the plan. The administrator's strong leadership in implementing the plan is crucial to its success.

Turnkey trainers may be administrators, supervisors, reading specialists, language arts coordinators, helping teachers, or specifically designated and trained classroom teachers.

They will need to learn all of the competencies taught to the classroom teachers. In addition--and most important --they will also need to develop all of the skills described under administrators, except for arranging for coverage of teachers and providing facilities for conference. These trainers will have to work very closely with both administrators and classroom teachers in order to act as a liaison agent between the two. Preparation of the trainers will be provided in the form of in-depth and advanced workshops offered by the staff of Project READ-WRITE in response to requests from districts.

Turnkey trainers should become involved in in-service activities and encourage the following:

- (1) An overview of Project READ-WRITE and the Teacher's Resource and Instructional Manual, to be presented at faculty conferences;
- (2) Displays of children's work as an outgrowth of READ-WRITE instruction, placed upon bulletin boards that are seen by all the adopting school faculty;

- (3) Demonstrations of READ-WRITE prescriptions and techniques given at faculty conferences;
- (4) Aid in constructing individual classroom teacher's lesson plans to include prescriptions and techniques;
- (5) "Sharing" sessions concerning the project;
- (6) Liaison, continuously maintained with the building principal;
- (7) A record-keeping system, required to assure the continuity of the program through all grades;
- (8) In-service activities, jointly planned and coordinated by administrators and turnkey trainers.

EVALUATION

With Project READ-WRITE, the assessment instrument employed by your district can be used to determine students' progress in reading. Many commercial standardized reading achievement tests and criterion-referenced diagnostic instruments can be utilized, as well as informal reading inventories, teacher-made skill tests, workbook exercises, and observation of oral reading.

Teachers should be particularly cognizant of patterns of growth which correspond to the specific skills stressed or included in the prescriptions presented to the students. A record of the prescriptions used, as well as the results from formal and informal evaluations, should be maintained and transmitted throughout the grades from year to year as part of the student's permanent record. Each student should have a folder containing representative samples of completed prescriptions.

A checklist of specific skills is most important and should be maintained for every pupil. The Teacher's Resource and Instructional Manual contains one which includes all of the skills incorporated in the prescriptions. While it may be duplicated for your use, you might find that this checklist requires slight modification to meet your needs.



HOW TO USE THE PROJECT READ-WRITE READING SKILLS CHECKLIST

The Project READ-WRITE Reading Skills Checklist is a convenient record-keeping device for listing and prioritizing the reading needs of your students, and for detecting reading progress during the school year. Its use is one of the essential elements of the full program.

The vertical column is a list of reading skills. These skills range over the whole spectrum of reading, beginning with reading-readiness--which some students continue to need even though they are in intermediate-grade classes or above--and extending through phonics, word understandings, and the various types of comprehension. The list has been synthesized carefully. It includes enough discrete items to be of practical value to teachers of large heterogenous classes in which many different kinds of reading problems are likely to exist. At the same time, the items themselves, with slight differences in phrasing in some instances, represent a consensus among the kinds of criteria found on reading checklists generally, and on the best-known normative or criterion-referenced reading tests, for the intermediate grades.

Across the top of this checklist are boxes for the names of the students in your class or reading group. If more space is needed, use a second sheet. The other items on the checklist are self-explanatory.

1. Begin to use the checklist as early as possible in the school year, at the time of the first assessment of your students' reading needs. Wherever a formal or informal test, your own daily judgements, or a combination of these methods shows a definite weakness in a specific skill for a student, place a checkmark (✓) in the appropriate box under that student's name.

During this process special attention should be given to the skills included on any local list of objectives to which you must teach, such as those in your basal series or in a grade-level syllabus.

The extra spaces under "Other," in the vertical columns, are for any skills or sub-skills that do not already appear on the checklist or for any kinds of personal problems that may cause reading difficulties for individual students. Insert checkmarks for these additional items also, if necessary.

After you have completed this process for each of your students, when read vertically under each name, the checkmarks will give you an individual profile for each student. If you total up the number of checkmarks you have made for each skill and then list the totals from highest to lowest, you will obtain a class or group profile which shows not only which skills your students need, but also the priorities (degree of importance) which you should assign to those skills. Both kinds of profiles can be helpful to you in grouping your students and in choosing prescriptions to strengthen weak skills.

2. Whenever, in the school year, you undertake a second assessment of your students' needs, repeat step 1. This time, you might make your checkmarks in a different-colored ink, so that two successive checkmarks in a single box can be clearly distinguished from each other. Note any changes in needs for each student and/or for the class or group as a whole. Some of the original needs will have disappeared by now; others will still be apparent; new needs may have emerged for some students. Any or all of these changes will in turn affect the priorities which you assigned in step 1. This second attempt at record-keeping will help you to decide whether to change the prescriptive strategies you have been applying.
3. Repeat step 2 as often as your students' reading needs are determined, until the end of the year. The completely filled-in checklist will then serve you as a yearly record for each student and each group or class: which needs were met successfully and which were still evident at the year's end. As such, it can be passed on to the students' subsequent teachers, along with examples of the prescriptions which your students handled successfully.

The other side of the checklist can be used, if you wish, for a running anecdotal record of any information about your students that would be relevant to their reading behavior. This information, too, could be most helpful to the next teacher the students have.

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PROJECT READ - WRITE CHECKLIST
(Based on your Evaluations and
Objectives in your Reading Materials)

TEACHER _____

SCHOOL _____

GRADE _____

READING READINESS											
Develops interest in reading											
Goes from left to right											
Develops experiences (for charts, stories, etc.)											
Works in groups											
Listens to directions, meanings											
Handles picture clues											

Understands syllabication										
Recognizes and interprets compound words										
Understands alphabetizing										
Understands contractions										
Understands synonyms										
Understands antonyms										
Understands homonyms										
Learns structured generalizations										
1. pronouns										
2. auxillary verbs										
3. comparative-superlatives										
4. tenses										
Learns structural rules										
Builds sight vocabulary										

COMPREHENSION

Follows and interprets directions

Interprets titles

Recognizes and uses descriptive details

Recognizes and uses supporting details

Recalls details to answer questions

Skims for details

Skims for general impression

Identifies context clues

Recognizes and uses contextual analysis (using known facts to infer the meaning of what is unknown or not clear)

Makes sentence sense

Identifies and interprets main ideas

Locates answers

Identifies story setting

Identifies place setting

Identifies time setting

Places events in proper sequence

Identifies time span

Recognizes and uses character analysis

34 Identifies cause and effect relationships

Identifies plot, follow plot

Interprets patterns of
organization

Uses study skills

1.uses reference materials

a. encyclopedia

b. glossary

c. dictionary

1. meanings of words

d. atlases and maps

2.uses table of contents,
indexes

3.uses telephone directory

4.interprets graphs and
charts

5.uses record-keeping

OTHER SKILLS

Motivation

Active Listening

Spelling

Content Areas

1. Social Studies

2. Science

3. Health

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43

IN-SERVICE TRAINING

Workshops should be conducted in order to provide staff members opportunities to learn the READ-WRITE approach. Implementation is best accomplished when an in-service program allows for in-depth and advanced training. In-depth training consists of a three-day workshop during which teachers and administrators become familiar with the prescriptions and how to use them within their curriculum. Advanced training consists, basically, of two days of follow-up assistance a year, offered free of charge to school districts in New Jersey. Advanced training can also take the form of workshops during which teachers share their READ-WRITE experiences. Such workshops offer teachers opportunities to recognize and resolve common problems and to reinforce the essential elements of the program.

Once a cadre of teachers and/or administrators has been trained, these individuals can serve as turnkey trainers, thus providing other staff members with the training needed to implement the project.

Presented on the following page is a sample in-depth training agenda. This agenda may have to be modified slightly in order to better accommodate the specific requirements of individual school systems.

TRAINING PROGRAM

Time: 3 days

1. Overview of Project: History, rationale, processes involved, anticipated outcomes.
2. Basic techniques: Distribution of illustrative materials, hands-on application of techniques (sentence synthesis, expansion, slotting, movability, embedding, etc.).
- DAY 1 3. Application of techniques to reading-related writing; processes involved, function of techniques as *Rxs themselves.
4. Advanced techniques: Framed paragraph, outlining, etc.; samples of Rxs. Questions, answers, and discussion.
-
5. Use of techniques and Rxs for growth in reading: sequencing; selection of techniques and Rxs.
6. Evaluation of growth:
- DAY 2 A. Use of informal inventories.
- B. Use of formal tests (pre and post); normative, item analyses, etc.; use of teacher-made tests.
- Questions, answers, and discussion.
- *Prescriptions
-
7. Full system: Diagnostic-Prescriptive teaching: Initial evaluation; interpretation of results; selection of Rxs ongoing evaluation.
- DAY 3

8. Classroom management: individualization; reinforcement of program in content areas and in "free writing".
9. Installation of program: basic phases and checkpoint for 1st year, 2nd year, etc.; services to be offered by Project team.
10. General discussion and questions and answers--Misc. agenda.

ALSO:

Provide time for individual or group inspection of all the Rxs and answer questions.



CONSULTANT SERVICES

Project READ-WRITE offers, upon request, follow-up consultant services intended to aid districts in designing and executing an effective implementation plan. Such services may include the provision of assistance in the following: planning and conducting workshops; reviewing diagnostic procedures used by your district; evaluating the needs of your students; interpreting prescriptions and techniques; and integrating all of the READ-WRITE strategies in reading, language arts, and the content areas.

Project READ-WRITE wishes you success in your implementation. Please contact Mrs. Ethel Uries, Project Director, for any consultant services you require.

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APPENDIX

Various forms have been designed to help teachers and administrators plan and evaluate each phase of the implementation process. These forms appear on pages 34-38.

Lesson Plan: This form has been devised to assist teachers in intergrating their use of Project READ-WRITE with a basal reading.

Addendum to Lesson Plan: The addendum has been designed to provide one means by which an on-going evaluation and reassessment of students' immediate achievement and needs can be accomplished.

Implementation Report: This report can be utilized by the principal/supervisor to offer specific suggestions regarding implementation of Project READ-WRITE.

Evaluation of In-Service Training: This form can be used to provide immediate feedback to those who conduct the training sessions, so that subsequent workshops can focus directly on teachers' needs.

Implementation Survey: This survey can best be utilized at the end of each school year. It provides administrators with one means by which input from the faculty can be obtained, in order to assess the degree and effectiveness of the project's implementation.

SAMPLE LESSON PLAN

1. Name of Books, Story, Pages

Group _____ T.E. _____

Group _____ T.E. _____

Group _____ T.E. _____

2. Diagnosis (Needs)

Group _____

Group _____

Group _____

3. Prescriptive Strategies

Group _____

Group _____

Group _____

Related Activities:

ADDENDUM TO WEEKLY PLAN

Evaluation:

Please comment in detail upon:

- A. Children's growth with respect to needs cited, as registered via achievement tests, teacher-made tests, and observations;
- B. Effectiveness of the prescriptions in meeting these needs.

Teacher's Comments: _____

The following report is intended to aid the administration in gauging how effectively the project is being implemented and to provide teachers with suggestions for increasing or refining their implementation.

Project READ-WRITE Implementation Report

Teacher _____ Date _____

Grade or Level _____

Situation: _____ (Observation, Conferences, Demonstration)

Pre-Diagnosed
Needs:

Recommended
Prescriptive
Activities:

Comments:

By: _____
Administrator/Supervisor/
Turnkey Trainer

EVALUATION OF IN-SERVICE TRAINING

I. How was the material presented:

Lecture _____ Demonstration _____ Other _____

II. Was the material presented clearly?

Yes _____ No _____ Comments and Suggestions

III. Do you feel you can now apply this material in your classroom?

Yes _____ No _____ Comments and Suggestions

IV. What part of the training did you find most beneficial?
Least beneficial?

Please state reasons: _____

V. List topics you feel require further explanation or additional ones that should be placed on the agenda for future workshops.

VI. Please list any questions, and/or suggestions you may have.

IMPLEMENTATION SURVEY

1. The project has helped to motivate the students. greatly moderately slightly not at all
2. An observable improvement has occurred as a result of having implemented the program. greatly moderately slightly not at all
3. Progress, as measured by formal/informal instrument, has been made. greatly moderately slightly not at all
4. The quality of student discussion has improved since the project has been implemented. greatly moderately slightly not at all
5. Since becoming involved in the project, students have shown greater interest in reading. greatly moderately slightly not at all
6. Students' writing has improved since they became involved in the project. greatly moderately slightly not at all
7. Since the project has been implemented, growth has been observed in the content areas. greatly moderately slightly not at all

Comments: _____

